JANUARY, 1956

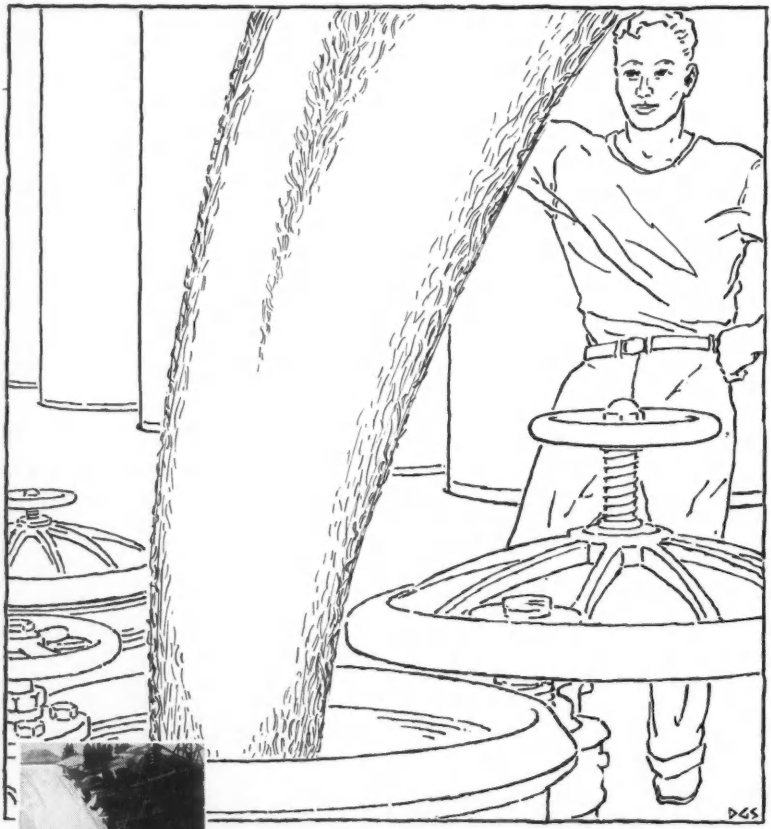
the ATA magazine

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

HARVESTING SUGAR BEETS

Alberta Government Photo

PURE ALBERTA SUGAR



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The Announcement is now available for distribution. When making application for same, please use the form which appeared in the December issue of this magazine.

Deadline for registration: Monday, April 30, 1956

Re English 2: Deadline for registration in this course is Wednesday, February 15, 1956

Address all correspondence to: Director, Summer Session, University of Alberta, Edmonton, Alberta

the ATA magazine

Volume 36
Number 5
January, 1956

F. J. C. SEYMOUR, Editor
ERIC C. ANSLEY, Managing Editor

SPECIAL FEATURES

New Year's Greeting 7
Anders O. Aalborg
ATA Guest Speaker 7
February ATA Conventions 8
Wanted: 50,000 Teachers 12
Dr. M. E. LaZerte
A Leadership Course for Principals 15
W. H. Worth
Growing Old Successfully 17
The Royal Bank of Canada Monthly Letter
Principals as Leaders 22
Kimball Wiles and Hulda Gross Grobman
Your Job Doesn't Have to Drive You Nuts! 26
Donald Gordon and Jon Kieran
Better Dental Health 31
What You Should Know About Your Retirement Fund 33
Eric C. Ansley
Canadian Education Week 35

REGULAR FEATURES

Editorial 4
President's Column 32
Official Bulletin 34
News from our Locals 41
Secretary's Diary 47

OFFICIAL NOTICES

Voters' List 16
Resolutions to the Annual General Meeting, 1956 35
Executive Council Elections, 1956 36
Disposition of Resolutions Adopted by the Annual General Meeting, 1955 38

EXECUTIVE COUNCIL, ALBERTA TEACHERS' ASSOCIATION

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Editorial

A BIG JOB

The era of the principal as a head teacher who taught all day and ran his school as a sort of parallel exercise is nearing an end. True, there are schools where this archaic concept still persists and where principals either just do so much or else they try to do all they are supposed to do and grow a crop of ulcers. Periodically, we suspect, some chuck it all and depart for a more salubrious educational climate.

Concept Changes

Now, larger schools and broader responsibilities have changed the concept of the principal's position. Alberta, perhaps more than any other province, has seen a phenomenal degree of centralization of school facilities in divisions and counties. Schools of 12, 14, even 20 rooms are not uncommon at rural points throughout this province.

Present Trend

Sheer size of a school multiplies routine administrative procedures. But increased administrative detail, although requiring more time, is not the problem which causes the greatest concern. Rather it is the growing trend to expect educational leadership and supervision which makes the principal the keystone in the school's framework.

A Large Order

The principal is the educational leader of the school. He is expected to know not only all modern techniques of instruction but he must be quick to perceive promising practices. He must read widely and discriminately from the vast literature of education. He must be aware of the limitations of his staff and the school plant, and he must plan consistently to utilize all his knowledge and that of his staff to promote the best possible learning situations in the classrooms of his school.

Real Purpose of all Administration

Fundamentally, the purpose of all administration in education is to make the work of the teacher in the classroom more effective.

All administrative procedures stand or fall on how well they meet this test. A modern principal must see to it that the administrative detail which he considers necessary in running his school helps, rather than hinders, the classroom teacher. He must realize that the teachers in his school must plan cooperatively with him and with each other if the total school program is to operate successfully. To this extent, school administration is quite different than managerial responsibility in either business or industry, although school people are indebted to large industrial concerns for learning the importance of staff morale in achieving greater and more efficient production. The significant factor in school administration is that it is a means — and not an end. In the light of this, school principals need to take a closer look at their present practice and be a little more tolerant, if necessary, of the suggestions for improvement or change in administrative detail.

School people generally know that much can be done in most schools to improve the quality of instruction. They know also that effective improvement is the result of a staff working as a unit in consultation with the principal. His role as a supervisor is that of a helping teacher and a consultant, rather than that of a superior who stands ready to deliver judgment on the competency of each and every staff member.

Time for the Job

Many Alberta principals know all this and attempt to function as a leader, supervisor, and administrator. The trouble is that in many, if not most, cases they simply don't have the time. In Newfoundland, allegedly one of the most backward provinces in Canada educationally, a principal of a school with six or more teachers does no teaching whatever. It is only in the largest systems in this province that any principal—and only in a very large school—has no teaching duties. Even those who are free from teaching for part or most of the day spend far too much time in handling paper work which any competent clerk could handle. It is going to take a great deal of thinking on the part of teachers, trustees, and superintendents, as well as principals, before Alberta principals can function as real educational leaders in their schools.

This is Good

The situation being as it is, we welcome the announcement made recently that a pilot course in leadership for school principals is to be held at the University of Alberta next July. According to reports, 60 experienced school principals will be selected from the school sys-

tems throughout Alberta. For a period of three weeks they will experience a leadership course patterned after the CEA-Kellogg Project in Educational Leadership. It is hoped that their experiences and knowledge will be shared with other principals and teachers of their respective school systems. Presumably, if the project proves to be successful, it will be repeated annually. The end result should be a material improvement in the quality of educational leadership at the school level.

PREJUDICE

Some wise philosopher has said that the only people who don't make mistakes are dead. Intelligent people know that absolute certainty is dubious; that the price of thought is mistakes.

We harm ourselves by rejecting contradiction—by demanding that people either agree or disagree with us. There are too many people—many in responsible positions—who stand in mortal terror of ever being wrong. There is the type who insulates himself, we conjecture, from other opinions by making up his mind and then hermetically sealing it.

The state of the closed mind is the greatest enemy of our age. It marks not only the reactionary but also the authoritarian, and it threatens the democratic heritage. Prejudice thwarts truth, knowledge, and aborts tolerance and understanding. Prejudice thrives on ignorance, as the more ignorant a man is, the more positive he is.

Teachers more than any other group are custodians of our democratic culture. They need to respect and treasure the open mind as the guarantee of truth and progress. No gift is greater than understanding—recognition of the right of the other fellow to his point of view.

Efficiency can be defined as the art of getting others to do things you hate to do yourself.

* * * *

We are happier in many ways when we are old than when we are young. The young sow wild oats. The old grow sage.—Winston Churchill

* * * *

Maybe some of today's smart children don't smart in the right places.

New Year's Greeting

During the past two decades the elementary and secondary school system in Alberta has made many notable advances. Centralization of facilities in school divisions has enhanced educational opportunities in rural areas and has made instruction at the high school level readily available in nearly all communities. The very substantial building program of recent years has provided better working conditions for both students and teachers. The curriculum has been revised and expanded to meet more adequately the needs of pupils in this time of rapid change and development. Increasing financial assistance from the province has enabled districts and divisions to raise constantly standards of service.

Fully aware that the teacher occupies a key position in any school system, the people of Alberta have dealt fairly and generously with the men and women entrusted with the education of their children. Better salaries, a good retirement pension plan, and improved security of tenure are all tangible expressions of a sincere and earnest desire on the part of parents, taxpayers, school boards, the government, and the public generally to provide as well as their means will allow for those engaged in the vital profession of teaching. As a result of this favourable treatment teaching today ranks as one of the more attractive vocations open to our young people and can be recommended without hesitation as a worthwhile and challenging pursuit to high school graduates.

In extending to each and every member of the Alberta Teachers' Association my best wishes for a Happy and Successful New Year, I know we shall all resolve to do our utmost to advance the welfare of the boys and girls of Alberta during 1956.

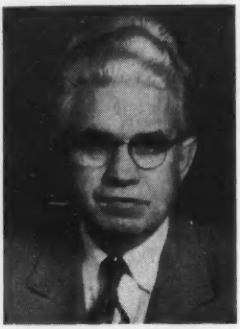
ANDERS O. AALBORG,
Minister of Education.

ATA Guest Speaker

Dr. Harold P. Fawcett, professor of education at Ohio State University, has been a member of the university faculty since 1932 and chairman of the department of education since 1948.

A native of Upper Sackville, New Brunswick, he attended Mount Allison University and was graduated in 1914. He later earned both his master's and doctor's degrees at Columbia University.

Author of numerous articles and one book on education and mathematics, Dr. Fawcett in 1934 served on the mathematics committee of the State Department of Education in Ohio, and was a member of the mathematics committee, Commission on Secondary Education, 1937-38. He also served on the Commission on Research and Service, as a member of the Committee on Experimental



HAROLD P. FAWCETT

Units of the North Central Association, and as a member of the Board of Directors of the National Council of Teachers of Mathematics.

Before coming to Ohio State, he taught at United YMCA Schools and at Columbia University. He has also been on the summer staffs at Northwestern University, the University of Virginia, the University of Michigan, and at Columbia University Teachers' College.

He is a member of Phi Delta Kappa fraternity, the Ohio Education Association, the National Education Association, the National Society for the Study of Education, the American Association of University Professors, the National Council of Teachers of Mathematics, the John Dewey Society, and the Torch Club.

Dr. Fawcett will be guest speaker at the Calgary City Convention.

February ATA Conventions

Barrhead-Westlock — February 2 and 3 at Barrhead

Locals — Barrhead and Westlock.

Convention Officers — W. Wyrstiuk, president, and Mrs. Mary MacGregor, secretary, Barrhead.

Visiting Speakers — W. Pilkington, Faculty of Education; S. A. Earl, Department of Education; F. J. C. Seymour, Alberta Teachers' Association.

W. PILKINGTON

S. A. EARL

Superintendents — E. G. McDonald and R. C. Ohlsen.

High School Inspector — Dr. G. L. Mowat.

Form of Convention — Group sessions.

Entertainment — Banquet and dance.

F. J. C. SEYMOUR

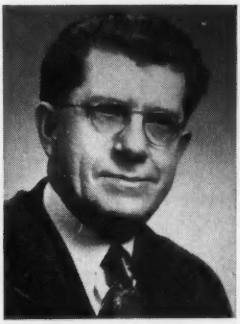
Edmonton City — February 6 and 7 at Strathcona and Victoria Composite High Schools

Locals — Correspondence School, Edmonton Elementary, Edmonton Junior High, Edmonton High School, Edmonton Separate, and West Jasper Place.

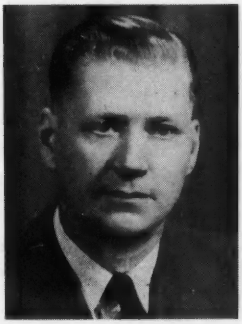
Convention Officers — P. W. R. Holt, president, and Miss Marjorie J. Grant, secretary, Edmonton.

Visiting Speakers — Dr. M. E. LaZerte; M. O. Edwardh, A. B. Evenson, Dr. G. L. Mowat, and N. M. Purvis, Department of Education; Mrs. V. I. Rust, C. Hampson, and W. E. Hodgson, Faculty of Education; G. Peacock, Department of Drama, and Miss Patricia Austin, Department of Physical Education, University of Alberta; G. S. Lakie, Alberta Teachers' Association.

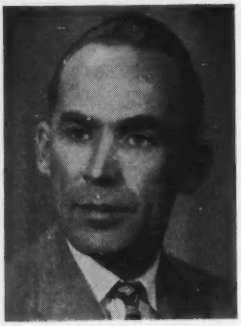
Superintendents — H. E. Beriault, A. A. O'Brien, C. B. Willis, and W. P. Wagner.



M. E. LaZERTE



A. B. EVENSON



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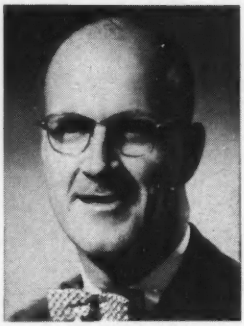

W. E. HODGSON

V. I. RUST

G. S. LAKIE

High School Inspector — G. L. Mowat.

Form of Convention — General and group sessions. First general session at Strathcona Composite High School, Monday, February 6.

Calgary City — February 9 and 10 at Western Canada High School

Locals — Calgary City and Calgary Separate.

Convention Officers — L. W. Roberts, president, and Miss Phyllis M. Light, secretary, Calgary.

W. H. SWIFT

Visiting Speakers — Dr. Harold P. Fawcett, Alberta Teachers' Association guest speaker; Dr. W. H. Swift, Department of Education; Dr. J. W. Gilles, Faculty of Education; G. S. Lakie, Alberta Teachers' Association.

Superintendents — R. A. Cannon and R. W. Warren.

High School Inspector — L. W. Kunelius.

Form of Convention — General and group sessions.

Entertainment — Film and refreshments.

J. W. GILLES

ERIC C. ANSLEY

Information Requested

Head Office finds it difficult to secure information on retired teachers who are not in receipt of a pension. It is requested that any person who knows of the death of a former teacher notify Head Office of the fact, giving the date of death.

Wanted:

ALTHOUGH there are striking differences among provincial school systems, yet in some respects the systems are much alike. At times all seem to be grappling with the same problems. Today from Newfoundland to British Columbia, departments of education cannot find enough teachers to staff the schools. The teacher shortage is more acute in some provinces than in others. The fine climate of British Columbia attracts hundreds of teachers from the other provinces. The province, however, doesn't pay its teachers with climate only; it has also a respectable salary schedule. If the province trains half the number of teachers required annually for new classrooms and for replacements, climate and salary will attract the other 50 percent. Alberta is also rather fortunate. The improvement in schools following the organization of large units of administration appears to have kept the shortage rather low. In the Atlantic provinces the shortage is of different dimensions. In 1951-52 about 22 percent of all those serving as teachers were wholly or partially untrained—nearly 15 percent had no training whatsoever. More than 9,000 persons with less than prescribed minimum qualifications were substituting as teachers in Canada. What the actual shortage was no one will ever know because the term, 'minimum qualifications' has acquired many and varied definitions during late years. We know that short-term teacher-training periods were introduced in several provinces; that six-week summer session courses were substituted for full-year training programs; that entrance requirements for training colleges were reduced; and that standards were lowered all along the line. We don't know what the shortage was in 1951-52 or what it is now, but we can guess that 15,000 teachers, so-called, have qualifications below the minimum prescribed by regulations.

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Reasons for shortage

Why is there a teacher shortage? There are three reasons: the difficulty of the job, the relatively low salaries of teachers, and the increasing school enrolments during recent years. Teaching is not an easy job. High school students know this. They have been observing teachers and their work throughout high school years. They have been comparing teaching with other professions. To them school days filled with teaching, supervision and discipline problems and out-of-school hours filled with daily preparation and community activities are not inviting. Then too a teacher's salary doesn't seem very large to an adolescent trying to choose his future vocation. Students see teaching as a tough, poorly-paid job, a profession less inviting than law, medicine, dentistry, accountancy, pharmacy, or many others.

The average salary of Canada's 100,000 teachers is about $200 a month. A university graduate, if a teacher, has an initial salary of about $300 and a maximum salary of $5,500 or $6,500 if he becomes a principal. A graduate in engineering with equal academic standing begins at a salary of from $3,600 to $4,500 a year and may advance to $20,000 or $25,000 in 20 or 25 years. If teaching is to get its share of able students, salaries must become more nearly equal to those in other professions. About one teacher in eight receives a

50,000 Teachers

M. E. LaZERTE

- **There will be about 4⅓ million students in Canadian schools by 1965.**
- **About 14 percent of our school children are in high school in Canada.**
- **About 15,000 Canadian teachers are not fully qualified to teach.**
- **Students are staying in school longer.**

salary of $4,000 a year in spite of the fact that more than one in seven are university graduates. In 1952-53, 27 percent of all teachers in ten provinces had a salary less than $150 a month.

Teachers' salaries are too low. Teaching is a challenging work with many satisfactions. It is unfortunate that for its personnel it must compete on such unequal terms with other professions.

Bulging classrooms

The present teacher shortage is estimated at 15,000. It is increasing, because of immigration and a high birth rate. Last year we admitted into Canada among the immigrant groups over 42,000 children of school age. Twelve hundred teachers were required to staff the classrooms provided for these children. This is a cumulative demand—1,200 a year. Babies grow up and go to school. Over 400,000 babies were born last year . . . about 70 percent more than were born in 1939. The flood has reached the school. The daily press reports this: "School auditorium converted into classrooms"; "School enrolment up 3,800; Classrooms still jammed"; "Ten room addition planned for new West End high school"; and "All primary rooms on double shift beginning in September". In 1952-53, the enrolment in grades I to XII was about 2⅔ millions. We have made estimates of what enrolments will be in 1965. Our average estimate is 4⅓ millions. Unless economic conditions change greatly the school population will increase over 1½ million in the next ten years. This increase will create a demand for 40,000 more teachers.

Students stay in school longer

We must not overlook another fact of some importance when thinking about the number of teachers we are likely to need soon. It is that the period of school is gradually lengthening. Year by year, more and more pupils are continuing their schooling into high school grades. This trend is due to rural-urban migration, increased mechanization of farm work, higher technical demands in industry, a shortened work week and social pressure favouring a longer period of schooling. In Canada about 14 percent of school children are registered in high school grades; in the United States 23 percent are so enrolled. If we were to reach the present United States percentage, our high school enrolment would increase about ¼ million.

About 140,000 boys and girls in Canada quit school each year between grade VII and grade XI. Why do they quit?

We've all heard the children's excuses. They go something like this: "I can't understand what's going on in algebra", "I just can't learn French", "The teacher doesn't explain", "The stuff's not for me", and "I'm going to get a job". Pupils don't say it aloud but many of them are thinking, "I'm not bright enough to do high school work". The personalities of these children are being warped. The children are experiencing defeat instead of success. Ambitions are being killed. All this is wrong. There's nothing in the high school course of studies that a pupil of average ability cannot master provided that he is properly taught and that he attends school regularly. No special ability is needed to master subject matter at the high school level. Pupils worry about grade IX algebra because they were absent from school when fractions were being taught in grade V or VI. Throughout school years repeated absences have caused them to miss essential basic understandings without which satisfactory performance now is largely impossible. When they returned to school after each absence they were probably told by sincerely interested parents, "Be good now. Listen and catch up as soon as you can." It's my belief that if a professional job was being done when the child was out of school, he can't catch up by listening and being good. The more professional the teaching the more difficult it is for absentees to catch up after their return. The 300,000 pupils who are absent from school each day are piling up trouble for themselves. They should have remedial teaching the very morning they return to school. In most classrooms there are so many pupils that the regular teacher has little time to give the extra help that is so much needed. Wherever possible urban and graded schools should have vice-principals and coaching teachers to give help when it is needed, help, which if given at the right time, will prevent maladjustment and discouragement. Public education is organized on mass education lines. It is yet in the experimental stage at the secondary school level. We should apply correctives where they are needed.

55,000 in 1965!

Wanted—50,000 teachers. The estimate is too conservative. If there are 15,000 teachers not now fully qualified who should be replaced, if immigration and the increasing birth rate are to increase the number of classrooms by 40,000, and if the percentage of children attending high school increases by 10 percent, the total increase in teaching staff will be more than 55,000 by 1965, without any extra staff to help the retarded. Happy thought this, in the face of the present teacher shortage!

Yours for the Asking

ATA Publications

ATA Newsletter No. 1-55 *(free)*
ATA Salary Bulletin No. 1-55 *(free)*
ATA Model Local Constitution *(free)*
ATA Model Sublocal Constitution *(free)*
ATA Policy Handbook *(free)*
ATA Collective Bargaining Brochure *(free)*
ATA Handbook *($1.25)*

Small Fry

A seven-year-old girl submitted the following composition on "People" to her teacher. "People are composed of boys and girls, also men and women. Boys are no good at all until they grow up and get married. Men who don't get married are not good either. Boys are an awful bother. They want everything they see except soap. My ma is a woman and my pa is a man. A woman is a grown up girl with children. My pa is such a nice man that sometimes I think he must have been a girl when he was a boy."

School Business Affairs.

A Leadership Course for Principals

W. H. WORTH

IN an effort to assist school principals in meeting the challenge of their strategic position in our school system, a special Leadership Course for school principals will be offered during the 1956 University of Alberta Summer Session. Participation will be by invitation and limited to sixty experienced principals. The Course will be partially financed by funds made available by the Kellogg Foundation through the Canadian Education Association.

The purpose of the course

The purpose of the Course is to improve the quality of leadership at the school level and, consequently, to improve educational opportunities for the boys and girls in the classrooms of the Province by

- providing Course members with an opportunity of gaining further understanding of leadership philosophies and techniques, including group-processes, evaluation, and communication;
- stimulating the intercommunication of educational ideas and practices between various schools and administrative areas, and thereby contributing to mutual understanding and appreciation of educational developments;
- making possible group and individual analysis of administrative and supervisory problems of concern to Course members;
- providing an opportunity for individual Course members to form plans for later action in the communities which they serve.

Significant characteristics

In organization the Course will take much the same form as the CEA-Kellogg Short Course for Superintendents held in recent years in Edmonton. It will be characterized by these unique features:

- While the Course is under the official direction of the University of Alberta, it will not carry any degree credit, nor will there be any examinations.
- The program and activities will be based upon the problems, needs, and interests of the Course members.
- The expenses of the Course members will be paid by the School Boards by whom they are employed.
- The Course members will live and work together in close association for the three-week period beginning July 9 or 16.
- A number of highly-trained consultants will be available to serve as resource personnel.

Program

A member of the staff of the Faculty of Education, University of Alberta has been named as Director of the Course. To the staff will be added six full-time consultants, a number of part-time consultants, and several special speakers and resource persons. A Policy Committee has been set up to assist with the organization of the Course and to

provide liaison and publicity. Represented on this Committee are the Alberta Teachers' Association, the Alberta School Trustees' Association, the Alberta Department of Education, and the Faculty of Education of the University of Alberta.

As soon as Course members are selected they will be circularized to secure information concerning specific problems which they find of particular concern to them in their own school situations, and upon which they would like to focus a portion of their work and to obtain help. The program for the Course will then be built around these expressed interests and concerns.

Preplanning will be kept as flexible as possible, so that Course members themselves can play a major part in shaping the various activities. It is anticipated, however, that there will likely be four main kinds of activities:

- Work in problem-area groups. A substantial portion of each day would be given over to work in these small groups of about ten persons each, led by principals and assisted by consultants. A basic resource for each group will lie in the extensive experience represented by the group members themselves. Each group would likely present both an oral and a written report to the entire Course membership at the conclusion of the Course.
- A connected series of lectures, panel discussions, and general discussion activities. These activities would utilize the services of the Course staff, members of the Faculty of Education, Department of Education personnel, and others.
- Individual study and consultation. Some periods would be set aside to permit each individual to pursue further one or more of his own special interests through library study and consultation with appropriate personnel. At the conclusion of the Course each member would be asked to indicate the kind of follow-up activity planned in his own school situation.
- Special interest activities planned by a Steering Committee of Course members and staff and geared to the "felt needs" of the Course members.

Within the next six weeks selected Principals will be contacted by their Superintendents and Boards with regard to their participation in this very important project in educational leadership.

Voters' List

ELECTIONS
EXECUTIVE COUNCIL
ALBERTA TEACHERS' ASSOCIATION

An alphabetical list of the members of the Alberta Teachers' Association, as registered on January 31, 1956, will appear in the February issue of *The ATA Magazine*. Teachers are asked to check this list carefully to see that their names are included, and, if they are not, to notify head office immediately.

The voters' list is published annually so that each teacher may check to make certain that his name is included. **Be sure to check the voters' list when published for your name.**

You must plan—

Growing Old Successfully

There are more older people alive today than ever before. In 1951, 11.4 per cent of our people were 60 years or more.

UP until a few years ago old age was looked upon as something that just happened, with little or nothing to be done about it. Today, because of advances in medical science and new ways of thinking about significant things, we are exploring the possibility that instead of approaching old age furtively and accepting it in a spirit of resignation we may make of it a new and thrilling time of life.

Not only people over 40, but people in their thirties, are beginning to plan so that their years after 60 may be rich, rewarding, and happy.

Preparation is necessary. If we come up to the crest of life at 60 or 65 without plans, we may find ourselves gazing out upon a future that is deadly dull, flat, and uninviting.

After middle age the days slip by more and more quickly, leaving not enough time for the work and pleasure we wish to crowd into them. Part of the reason is that we are being called upon, by virtue of the knowledge and judgment we have gained through the years, to give advice and guidance to younger people and in new affairs, while at the same time we try to do all the things we are accustomed to do and wish to do.

This, likely, is one of the hardest lessons to learn: to pick and choose among the many things these later years have to offer, instead of leaping at life open-armed, trying to encompass it all at once.

We gain a new sense of values, and are less impatient. Our satisfactions weigh more. Our disappointments are not as bitter as when we were in our twenties, because we have other disappointments to measure them against.

Longevity

It isn't many years ago since "longevity" was a new word in common talk. A hundred years ago the average life expectancy at birth on this continent was only 40 years; today in Canada it is 66.3 years for men and 70.8 years for women.

Herein lies the great difference between this and preceding centuries. There were always a few who lived to old age, but today there are many who live 20 or 30 years longer than the average of a century ago. What has been increased, through hygiene, medical knowledge, and better living conditions, is not the potential length of life of human beings, but their chances of survival.

The results are specially impressive in early life, due to the conquest of so many infectious diseases by medical science, but substantial progress has also been made at the ages when men are gainfully employed and women are bringing up their children. Better than two out of every three men who are now 20 years of age, and more than four out of every five women at that age, will survive beyond their sixty-fifth birthday. The corresponding figure was only about one in every two for the men born prior to 1860.

Reprinted from **The Royal Bank of Canada Monthly Letter**

Canadian mortality tables based on census statistics have yielded these figures—

Expectation of Life

Men

Age	1931	1941	1947	1951
Birth	60.00	62.96	65.18	66.33
20	49.05	49.57	50.48	50.76
40	31.98	31.87	32.37	32.45
60	16.29	16.06	16.46	16.49

Women

Age	1931	1941	1947	1951
Birth	62.10	66.30	69.05	70.83
20	49.76	51.76	53.33	54.41
40	33.02	33.99	35.00	35.63
60	17.15	17.62	18.25	18.64

It will be seen that, as a general rule, women live longer than men. This used to be attributed to different working and living conditions, but nowadays women live much as men do, work alongside them, and are exposed to the same strains and accidents.

Kenneth Walker speculates interestingly in his book *Commentary on Age* (published by Jonathan Cape, London): "Woman's psychological, as well as her physical, equipment for old age is also better than that of a man . . . She is a specialist in personal relationships and, unlike her husband, is far more interested in people than in ideas. Fortunately for her, these interests of hers do not necessarily disappear when she retires from work, and as a result of this she is more likely to remain contented."

Science and old age

Medical science does not claim that it has found an Elixir of Life. All it claims to have done—and it is a great deal—is to have reduced the incidence of some diseases that tend to shorten life. We do not yet know to what extent the changes in body machinery which accompany advancing age are due to the constitution of the species, and how much they are caused by the incidents of living, such as diet, infections, emotional stresses, overwork, laziness, gluttony, and so forth.

We are not even qualified to state with certainty what is the normal span of human life. The oldest ages recorded with some reasonable degree of accuracy, 109 and 112 years, may be extended under conditions of existence that will be discovered by science. Dr. James A. Tobey goes so far as to say, in *Technology Review* (published at The Massachusetts Institute of Technology): "Most scientists believe that natural death due to old age never occurs. Every human death must be attributed to an accidental cause, such as heart disease, pneumonia, or some other exigency."

The effort being made by scientists is directed mainly along two lines: to prevent the house of our years falling around us in premature tragic collapse, and to make the added years happy to live.

Longevity with vigour and usefulness is an objective worthy of the best and most energetic efforts, not only by organizations but by individuals. We should stop at once our habit of thinking: "I'm past 50; I have to expect aches and pains". Neither patient nor doctor should give way to defeatist thought—at least not until every avenue for betterment has been tried by both.

Nothing will contribute more to unhappy old age than surrender to the idea that elderly men and women have had their day, and that all that can be done for them is to look after them. This attitude to old age is, says Walker in *Commentary on Age:* "medically, psychologically, sociologically, and — what should be of still greater importance to a civilization based on economics — economically unsound. It is a counsel of despair."

So far as health goes, the remedy is simple: stop thinking of treatment of ills as merely applying a temporary patch to a worn fabric, and think positively—how to keep the fabric in shape for long and comfortable use.

Everyone, of whatever age, should have periodical medical examinations, but these are especially needed after middle life. People under 40 are likely to put

this advice on one side with the remark that they will worry about such things when they have to. But what will happen to them after 60 is already shaping itself. Repeated or untended insults to their bodies: infections, malnutrition, obesity, emotional turbulence, poisons, alcoholism, drug addiction, overwork: these produce unnatural wear and tear.

All of the infirmities of old age are not inevitable, if only people will think forward, give medical men a chance to detect and treat ailments in their early stages, and do what the doctors order. Health and longevity are not inherent rights, but privileges, and as such they carry the obligation to make an effort to earn them.

Why worry?

Some people worry without any more justification than that they feel it is something they should do. It is perfectly normal for a person to ponder the things that might have been, to shed a few quiet tears over unclaimed opportunities, to sort fondly through a box of souvenirs, but then he should turn quickly and briskly to the future. The most dangerous phrase in post middle-age language is "What's the use?" It is of great importance to take thought for the morrow, while not fretting and worrying ourselves uselessly.

At whatever age we may be, life consists in progress, and we defraud ourselves and cause disharmony if we cling obstinately to one phase of it. Some great musicians were guilty of working up to colossal climaxes and then blasting away at the same chord over and over again, ruining the moment by being reluctant to leave it.

One who has early formed good habits of living, picked up the important techniques of adjustment, and acquired a good philosophy, will go on, despite birthdays, to adventure and develop. A man of 65 may be as vital as the average man of 40, and may show no sign of old age except an accumulation of wisdom.

This does not mean that everyone can count on being a Jean Borotra, playing competitive tennis at Wimbledon in his fifty-eighth year, or a John W. Davis, arguing a great constitutional case before the Supreme Court of the United States on the threshold of his eightieth year. It does mean that everyone who takes care to preserve health and spirit through youth and middle age can count on being fit to enjoy success in his own line of activity right up to the end, barring accidents.

Increasing age is something about which to be sensible. It is a great boon to have the proper spirit of one's age, to abandon attempts to appear younger than one is, to take on significant responsibilities instead of juvenile ones; to give up the pretense of cleverness, rectitude, and infallibility, and to become willing to be accepted or rejected for what one is.

Many business men in their sixties and seventies will tell of the relief it is to be passed over by committees and forgotten by campaigning organizations and neglected by speakers committees: events that would have been heartbreaking 30 years before. Far from feeling neglected, they are exhilarated by their freedom to be interested in new facets of life that appeal to their new maturity.

No cause for pessimism

With more older people alive today than at any other time in the world's history, everyone has reason to think about this new situation. There is, however, little cause to take a pessimistic attitude. Dr. Lawrence E. Ranta, medical director of the Vancouver General Hospital, said in *Canadian Welfare* that there is no proof that persons over 65 present the community with a social or medical problem disproportionate to the assets that the communtiy has gained by becoming healthier.

Economically, there is a temporary burden laid upon the shoulders of younger people, but this will decrease as we improve the health of elderly people and find ways of enabling them to carry their proportionate share of production

and economic usefulness. An editorial in *Maclean's* at the end of May remarked: "We could bring to bear on their problems the same human genius, the same dogged perseverance, the same patience and devotion, the same fine sense of adventure and discovery that gave the world a vaccine for polio. We could probably do this without spending a single extra dollar and in the long run we might even save some dollars."

How big a problem?

The most important external factor determining the high proportion of aged persons in our population today was the heavy surge of immigration prior to 1931. Between 1901 and 1931, more than 4½ million people entered Canada, most of whom were between 20 and 40 years of age.

There have been remarkable advances during the past generation or two in medical service, sanitation, curative and preventive medicine, with their consequent reduction in death rates. It has been said that 30 percent of the persons who reach 65 owe their survival to advances in public health and medicine made since they were born.

Tradition looks upon 35 as the middle age. In 1921, 67 percent of Canada's people were under 35, and 33 percent were 35 and over. By 1951 there were 61 percent under 35 and 39 percent 35 and over. Still more striking are the comparative figures for persons of older age. In 1921 the proportion of our population 60 and over was 7.5 percent; in 1951 it was 11.4 percent. In 1921 only 4.8 percent were over 64; in 1951 the figure was 7.8 percent.

A publication of the Dominion Bureau of Statistics in October tells us that Canada's death rate dropped to the lowest point on record in 1954, the eleventh consecutive annual decrease, a decline of almost 20 percent in a little over a decade.

The ages at which death occurred provide interesting reading. A little over 11 percent of all deaths were of infants under one year of age; 9 percent of persons between one and 40 years of age; 16 percent between 40 and 60; 44 percent between 60 and 80; and 20 percent over 80 years of age. It is estimated in *Canadian Welfare* that whereas the population of men and women aged 65 and over in 1951 was 1,086,000, it will be 1,610,000 by 1971. The *Labour Gazette* estimates the 1971 figure 20,000 higher.

Youth and age

Each phase of life has its own significance and each is invested with its appropriate responsibilities and activities.

V. Sackville-West wrote in *All Passion Spent:* "Youth had no beauty like the beauty of an old face; the face of youth was an unwritten page". But youth has urges and energies that are only memories to the aged. Part of our difficulty is that we are trying to force both into a common mould. *The Financial Post* printed a cartoon in which a youthful college graduate and an elderly man are looking at a sign in an employment office: "Men wanted. Must be young and experienced".

To every part of life has been assigned its own peculiar appropriate quality, and our effort must be directed toward extracting the best of all. We need not dwell on the sombre side of age, but only to acknowledge at each period the virtues and disabilities of the other. Lord Beaverbrook said, at 75 years of age, without relinquishing an iota of his prestige and leadership: "Henceforward I do not intend to put grave issues to the test. Younger men must carry the lance and wear the breastplate."

There are courtesies as well as duties due by people of one age to those of another age. While young people owe respect and help to their parents, the parents should set the children free at an appropriate age, establishing their relations on the basis of mutual consideration.

Youths should know that older people have a reserve of wisdom and quiet inner strength learned by long practice in adaptation, and that this can be

called upon as a significant antidote to the stresses and strains induced by the fears, the vanities, the greeds, and the ignorance encountered by young people.

But advice should not be forced upon young people: it was William Congreve who wrote in one of his comedies a couple of centuries ago: "Old men give good advice only when they are no longer able to give bad examples". Indeed, discreet older people will refrain from telling stories about the olden days as a means of improving younger people. A good rule is to volunteer stories of the past only to children under eight and to persons of one's own age.

On the other hand, young people need to appreciate and esteem the fact that older people have aged successfully when they have discovered or created for themselves effective roles in society. In China, says Lin Yutang in *The Importance of Living*, the first question a person asks the other on an official call, after asking about his name, is "What is your glorious age?" If the person replies apologetically that he is 23 or 28, the other party generally comforts him by saying that he has still a glorious future, and that one day he may become old. But if the person replies that he is 35 or 38, the other party immediately exclaims with deep respect, "Good luck!" Enthusiasm grows in proportion as a man is able to report a higher and a higher age, and if he is over 50 the inquirer drops his voice in respect.

Meaningful old age

Living a few years longer is not so important as living the years meaningfully. Many people—and not least of all business and professional men—declare that the years after 65 are the most interesting and gratifying part of their lives.

A philosopher compares life to a piece of embroidery, of which, during the first half of his life, a man gets a sight of the right side, and during the second half, of the wrong side. The wrong side is not so pretty as the right, but it is more instructive: it shows the way in which the threads have been worked together.

Only when we look back at the long course of our life and its general result can we see the why and wherefore of it all. A thousand things become clear which were formerly obscure, and we gain a satisfying feeling of difficulties overcome.

With advancing age we receive unexpected rewards and compensations. We escape slavery to convention; we detect the superficial things and pay attention to the significant; we enjoy being patient; we have outgrown our keenest acrimonies; we are free of uneasy craving; we are no longer pompous and self-regarding; we have a feeling of immense relief from the number of dangers we have escaped; we have advanced from what was promised to what is fulfilled.

This is not to say that we must rest on our oars. A survey reported this year in *Industry* reveals that 64 percent of the world's great achievements have been accomplished by men who have passed their sixtieth birthday. Between 60 and 70 years of age, 35 percent of the world's great achievements were accomplished; 23 percent between 70 and 80, and 8 percent after 80.

Sir William Van Horne, builder of the Canadian Pacific Railway, said no man comes to the subconscious coordination of details necessary to control a vast system until he is 60. And if we forsake the mundane things of business to seek a lesson in knight errantry, we find that, when the first lances of all Christendom were Chandos of England and Du Gueselin of France, John Chandos was over 70 and blind in one eye. Retiring and soft-spoken he was, but when the earth stirred to a slow thunder of armies the most dreaded device on a shield was still the red pile of Chandos.

Not a rocking chair

The paradise we seek for old age is not a rocking chair in which to sit and twiddle our thumbs, but a place where

(Continued on Page 37)

Research challenges shibboleths about—

Principals as Leaders

KIMBALL WILES and HULDA GROSS GROBMAN

THE University of Florida leadership study has developed a check list—a list of 55 key situations faced by all school principals—that can be used to describe a principal's leadership pattern. The data obtained in developing the instruments challenge some common shibboleths about the relation of personality tests and behaviour and about effectiveness of male versus female principals.

In the last 30 years, industry and the armed forces have carried on numerous experiments to determine what kind of leadership is best and who will make a good leader.

An important conclusion based on these studies is that leadership and headship do not always go together. Just because the individual occupies an official headship position, such as shop supervisor or army officer (or principal), does not mean that he is, in fact, the group leader and can carry the group with him in achieving the real ends of the organization. Where headship and leadership are divided, group aims may differ significantly from the head's aims and the organization's aims. Unless there is interaction between the head and the group, the head is not actually its leader. The armed forces are particularly concerned with the dichotomy between headship and leadership. Their experience indicates that specific orders given by a superior will be obeyed, but unless headship and leadership are combined in the same person, fighting efficiency of the group is impaired—that is, group productivity is below the desired level. If this same principle is carried over to the school situation, we may find that the principal is obeyed in terms of specific orders or programs because of his status weapons (salary raises, contract renewals, rank increases), but the school learning situation for children has not necessarily been improved.

Other leadership studies have found highest productivity in democratic leadership situations; also they find less decline in productivity in authoritarian situations than in laissez-faire ones. Because of these favourable experiences with democratic types of leadership and because democratic leadership is uniquely suited to a democratic society, it is generally accepted by school authorities that a democratic pattern of supervision is proper and efficient in public school situations.

How principals' patterns of leadership were identified

The Florida study was conducted to determine if these observations about effectiveness of democratic leadership are valid in education. It was based on the premise that the best way to find out how principals act is to describe their daily on-the-job activities, rather than to accept either the principals' own generalizations on how they act or their personality test results.

There are significant situations that occur in every principal's job. Fifty-five such critical situations were identified by principals. Each situation can be met in many different ways—principals were found to use as many as fifteen different methods of handling a single situation. A

Reprinted from **The Nation's Schools**

principal may not always use the same technique for meeting a given situation, but he generally has two or three methods that he uses more or less exclusively.

Typical key situations utilized to collect information concerning a principal's behaviour include—

How do you get teachers to participate in P.T.A.?

When do you bring pupils into planning with you?

What is your procedure in dealing with disputes that pupils bring to your attention?

What do you do when a teacher sends a student to you because of his misbehaviour?

What do you do when you learn of a teacher's class getting out of hand?

What do you do in forming the agenda for faculty meetings?

How do you determine who will be on a faculty committee?

How do you arrive at your rules and regulations concerning students?

What do you do when a group of faculty members questions your ideas or judgments at a faculty meeting?

How do you use the community in forming school policies?

What do you do to make the custodian part of the school program?

How do you find out what your teachers are teaching?

What do you do when you observe a classroom?

How do you deal with the teacher whose way of work you feel is harmful to the community?

In the check list, from 10 to 15 possible courses of action are listed for each key situation. These include all possible courses of action listed by 200 principals throughout the country. In using the check list, the principal examines the possible courses of action and indicates those he uses most.

What patterns of leadership were found?

An attempt was made to find a variety of patterns of behaviour in the responses of 80 principals, but none could be discovered, and it was necessary to resort to the autocratic, democratic, and laissez-faire stereotypes that are assumed to exist. A jury of staff members who work in the leadership courses at the University of Florida defined these three patterns and classified each possible response on the check list.

Democratic leadership was assumed to be

—action involving the group in decision-making with respect to policy and program;

—implementation in line with democratically determined policy;

—action promoting group or individual creativity and productivity;

—behaviour or attitude respecting the dignity of individuals or groups;

—the principal's seeking to become an accepted member of the group;

—the principal's seeking to keep channels of communication open.

Authoritarian behaviour was defined as the opposite of the democratic behaviour characteristics. It tended to centre decision-making in the status leader or his inner circle. It obtains objectives by pressures that jeopardize a person's security.

Laissez-faire behaviour was characterized as failure to take action, shirking responsibility, 'passing the buck'.

Some responses were not actually classifiable under these three headings and so were not usable in classifying the principal's actions.

What conclusions concerning principal leadership were reached?

A close relationship exists between the actions classified as democratic and those considered best practice. Ten educators, who are students of theory and research and who have been successful school principals, rated 'best practice' on an empirical basis in each of 50 key situations. Their choices of best practices correlate highly with democratic practices identified by the jury.

In the use of the check list it is found that even though principals examine their everyday actions in a critical

Possible Reactions in Key Situations

How do you get teachers to participate in P.T.A.?

	Type of Action*
( ) Require attendance at meetings	A
( ) Request that 50 percent attend each meeting	A
( ) Allow teachers to decide for themselves	L
( ) Don't have one	N
( ) Have parents exert pressures on teachers	A
( ) Request help and suggestions and involve them in programs	D
( ) Inform new teachers they are expected to attend; eventually most all teachers accept attendance as part of job	N
( ) Stress P.T.A. participation in bulletins and faculty meetings	D

What do you do if pupils make a decision that you believe is detrimental to the best interests of those concerned?

( ) Let mistake take place; they learn from the experience	L
( ) Try out on an experimental basis; then evaluate	D
( ) Explain unsoundness of decision and seek compromise	D
( ) Explain unsoundness; table the decision for later appraisal	A
( ) Explain unsoundness; request change or I veto	A
( ) No explanation necessary; request change or I veto	A
( ) Send for parents or teachers to obtain their opinions prior to making decision	D
( ) Bring superintendent into the problem	D

* A, Authoritarian; D. Democratic; L, Laissez-Faire; N, Non-classifiable.

fashion, they are not able to be completely objective in describing their own pattern of behaviour. In judging self-behaviour, principals, as other people, are subject to a halo effect. They fail to recognize the difference between what they know is good behaviour and their actual behaviour, when the latter deviates from the former. **In this study, teachers were found to be more accurate in describing what principals do than the principals themselves are.**

One of the findings contradicts much of the writing about leadership. It has been assumed by many that a person who is basically democratic in personality will show such traits in his work; that a person who has an authoritarian personality will become an authoritarian leader. Personality tests have been widely used in personnel work in the belief that an individual's general traits will carry over with him into any job he is assigned to do. As far as the University

of Florida study could determine this is not a valid assumption. **What principals do in a given situation, how they actually behave on the job, shows no correlation with the various personality factors on the GAMIN Scale and the F Scale, which measure traits presumably pertinent to authoritarian or democratic behaviour.** A man may be classified by a personality test as having democratic traits and may think of himself as democratically oriented and activated. But when his daily routine jobs are examined, he may turn out to be nondemocratic in operational situations. Or he may deal with some situations democratically and others undemocratically.

Principals do not operate in a consistent pattern with parents, pupils, and teachers. No relationship was discovered between the way principals work with parents and community members and the procedures followed in working with pupils and teachers. However, there is some consistency between a principal's behaviour with students and with individual teachers and faculty groups.

Men will be disconcerted to learn that, in our sample, **women rank significantly ahead of men as democratic principals.** Perhaps the competition is greater for women and the selection better. Perhaps women have obtained more academic training in administrative procedures. Perhaps, too, many men principals are former coaches who have been highly directive in handling athletic teams (63 percent of Florida high school principals are former coaches). Whatever the reason, women operate more democratically in the group studied.

This check list approach to principal behaviour is just one step in exploring the hypothesis that the way an official leader of a school works influences to a major degree human relationships, pupil achievements, program development, school-community relationships, and teacher activities within a school.

NOTES ON THE NEWS

"That's the principal's new office. His old one was needed as a classroom."

Reprinted by special permission New York Herald Tribune

Those who are parents will understand why a teacher described teenage as 'addle-essence'.

* * * *

And then there was the private tutor who left her position because the child was backward and the father forward.

* * * *

There are those who make things happen or those who watch things happen and then there are those who don't know what happened.

Business executives are told—

Your Job Doesn't

PRISONED by sometimes overwhelming responsibilities — often blinded by the insistent urge to succeed — many Canadian executives daily labour under nerve-gnashing mental pressures.

These potential victims of career-crippling mental and physical disorders—grouped under the general diagnosis "executive crack-up"—represent a growing problem to the country's business community.

Out of the 13,000 Canadians who will this year be admitted to Canada's 77 mental hospitals, a conservatively estimated 50 percent will be men training for, or in key jobs.

But the mental breakdown problem is infinitely more serious than these statistics indicate. For every new asylum patient, other thousands work on, with ability impaired by less severe emotional upsets.

These fringe victims of executive crack-up can and must be helped if they are to develop to the maximum levels of usefulness to their firms and to themselves.

Psychiatrists who have studied the mounting toll, insist that most of this tragic waste of talented manpower is needless. They say that relaxation — if intelligently planned—can avoid much of the misery. They claim that the executive who has discovered the joys of such relaxation has also found the ideal whetstone to sharpen his professional thinking.

While businessmen are subject to the same mental illnesses as everyone else, they are especially prone to anxiety states or depressions. These come as a reaction to the accumulation of day-to-day difficulties, the pressure of unsolved problems, or because of feelings of inadequacy or insecurity. Anxiety is fostered by indecision and creates indecision.

Depression is most likely when the businessman runs out of the energy he needs to cope with a threatening situation or when he feels defeated. An impending depression state is often heralded by excitement, over-activity, and expansiveness, developed as compensations seeking to remove a real or imagined obstacle.

The most frequent cause of executive crack-up is business tension combined with long-standing personal problems that haven't been worked off through off-the-job relaxations. Most executives simply do not take enough time to play and have fun. They often pay for the neglect in emotional crack-ups and physical illnesses which prevent them from reaching full business stature.

"Hard work is wonderful", say doctors, "if it is channeled properly. It's good for you, in every respect, providing it is accompanied or followed by proper amounts of play, amusement, and relaxation."

Key to success at an executive level lies in a mixture of effort, concentration, talent, and attitude. By Horatio Alger standards, the first three factors should be the most important. But, say the medical experts, Horatio Alger myths ignore the fact that everyone has an emotional breaking point and that safety valves are necessary to avoid reaching that critical mental state.

Have to Drive You Nuts!

—if you take time to play

DONALD GORDON and JON KIERAN

"The Horatio Alger story has probably done as much or more harm than polio and tuberculosis combined", claims Toronto psychiatrist Dr. George Watts, "because it drives many bright young men and women toward mental disturbances caused by overwork and lack of play."

Watts, staff neurologist and psychiatrist at Toronto's East General Hospital, recently concluded a long-term study of tensions affecting Canadian business executives. He has found that many business leaders live too intensely and too rapidly for their own health and occupational happiness.

"Whole generations have grown up labouring under the misconception that long hours, integrity, and after work study will pave the way to executive success. It's one way of doing it—but it's the hardest and certainly not the surest way", says the doctor.

Hard work not enough

"Hard work alone or combined with driving ambition and talent isn't formula enough for success. Hard play is equally important and the harder you work the harder you must play to fit yourself. All work and no play not only makes Jack a dull boy — but it makes him fight with his wife, argue with his boss, tend to hasty decisions, and generally take life so seriously that his executive ability is hampered."

Psychiatrists agree that the most effective means of combating business-inspired mental illnesses is to teach and encourage employees to relax. By every medical standard, play is a therapy, something of a spontaneous preventive medicine treatment that refreshes the mind and body after enjoyable work or rehabilitates thinking after unpleasant chores.

Doctors concerned with mental health say that, without proper allowance for fun and play, the executive is easy prey to the major tension-caused distresses, whether they arise on the job, at home, or both.

Fun is the all-important safety valve which releases the pent-up tensions that can nullify even the hardest work efforts.

From a physician's point of view three types of safety valves are available: hobbies, recreation, and entertainment. Each is important, depending upon the relaxation needs of individual executives.

Hobbies are best described as non-business activities in which one takes an extravagant interest.

Recreation is the art of playing or doing something for fun.

Entertainment's function is essentially one of passive amusement.

Most important of these, claim the experts, is fun, followed by hobbies. They quote famous Canadian healer Sir William Osler who said, "Every man should have a hobby—and he should ride it hard".

The problem facing doctors now is to

evaluate the benefits of recreation and to set minimum standards of play so they can advise executives on the specific methods of facing their work with the refreshed attitudes.

You may borrow energy from your personal bank, says Dr. Watts, but it must be replaced. If it is necessary to work some overtime, take some working time off the next week. If it is impossible to take a weekend away from home one month, make it a four-day trip the next month.

There are two other important factors that should be remembered at work-play scheduling time: day-to-day methods of relaxing, and mental health in the home.

Fitness comes from doing

The relationship between physical fitness and satisfactory executive effectiveness has not been established with any complete degree of accuracy, yet there is strong reason to believe that fitness can have some part in the development of incentives toward hard work. And fitness comes from doing, not watching, hearing, or sitting.

One suggestion of the psychiatrists is that harassed businessmen install a dart board in their office. An occasional game will help take an executive's mind away from business for a few key minutes periodically throughout a busy day—it will refresh him emotionally for the tasks at hand.

Another suggestion: walk casually for a few minutes, at lunch time, or leave your office for a stroll around the block.

"And don't forget your wife", cautions Dr. Watts. He sees as many wives of executives as breadwinners. It is well known that emotional distress at home is very easily transplanted to the office. Wives also need hobbies and time away from their responsibilities and they need to play quite as much as any executive.

Many businessmen must relearn how to have fun. "My patients look startled", the doctor says, "if I tell them to sell their television set and buy a piano. They look at me with wonder and disbelief—because they had sold the piano to buy the TV."

The object of the from-TV-to-piano switch is an attempt to introduce group fun into households too dependent on passive amusements. The doctor believes that family or party singing around the living room piano is one of the best non-exercise recreations.

It is essential that interest, fun, and amusement—if they are to fit a helpful therapeutic pattern—be acquired pleasantly. The values of golf and tennis, for example, can very easily be lost by the player working hard to beat an opponent or a statistical standard.

Some hobbies have high therapeutic value. Properly used they develop a sense of achievement and some, such as gardening and birdwatching, also provide the means for fresh air exercise. Psychiatrists say memorizing poetry while walking to work is an ideal hobby-recreation.

Movies are not therapeutic

Amusement also has its place. While there is a little therapeutic benefit from watching movies, television, ballet, or baseball, they do provide some degree of relaxation.

Real therapeutic fun, however, is active fun-play. Ten-year-olds play tag and have a whale of a time. They find it fun to chase and be chased, yet no one wins and no one ever really loses. That's the type of games adults should have, say the experts.

Among ideal adult games: square dancing, splash parties, picnics, hiking—anything, in fact, that keeps people moving and laughing. Among the most recommended hobbies and recreations: gardening, amateur dramatics, outdoor camping, square dancing, group singing, swimming, badminton, tennis and golf, and creative pastimes requiring manual skills.

There are many other areas of play. Each executive must select the one that suits him best. The important factor is whether it's fun for him. If it is, then it can help him relax enough off the

job so he can reach his full potential in the office. In other words, proper play can put money in a businessman's pocket.

If breakdown comes

When a businessman does suffer a mental breakdown, facilities exist to try and help him readjust.

Most persons suffering from mental illness are confined to mental or psychiatric hospitals to facilitate intensive treatment apart from day-to-day disturbances and to maximize benefit of the scant supply of Canadian psychiatrists.

Often the family of the mentally disturbed patient hasn't the time or experience needed to help him. With the potentially violent mental case there is the possibility of harm to family. If, as sometimes happens, the root of the emotional upset lies in family relations, the most important thing is a complete withdrawal during readjustment. Canada now has 60,565 mental hospital beds in 77 institutions and eight training schools. There are also 80 psychiatric outpatient departments attached to regular hospitals and 101 private mental health clinics. Treatment varies with the disturbance. One psychiatrist, Dr. B. H. McNeel, director of community health for the Province of Ontario, describes the procedure this way.

"For people who are able to use it, psychotherapy is the best form of treatment. This consists of a prolonged process of free discussion in which the patient is assisted to discover the causes of his tension and distress, to reorient himself to the situation, to clarify and modify his goals, to learn something of the technique of achieving them—in other words, to discover himself: assets, liabilities, and potentialities.

"As a means of restoration after an acute breakdown, or as a means of minimizing tension temporarily while personality resources are mobilized, use is made of physical treatments such as electroshock or a variety of medications, including the new "tranquilizing" drugs.

Importance of self-understanding

"The ideal is to have the patient understand himself and his troubles as completely as possible. This goal has to be modified to suit the practical situation and the patient's own ability to use such insight constructively."

Duration of treatment can range from a few weeks to years. Of the total admitted each year about three percent remain in hospital as chronic cases, the rest are eventually discharged as sufficiently cured to be able to cope with society again.

About 40 percent of those discharged are later readmitted for further treatment, some because of a lenient policy of release seeking to give all possible chance of returning to a community, others because of exposure to the same stresses that occasioned the first breakdown.

Psychiatrists do not all agree on what conditions most frequently cause executive crack-up. While their order of importance differs in listing these causes, most summaries contain the following.

1. Working in an office where there is heavy emphasis on material things, power, or social status at the expense of an employee's feeling of belonging.
2. The feeling of guilt or of alienation following a success achieved at the expense of a fellow worker.

(Reprinted by permission of Mr. Chon Day and *This Week* magazine. Copyright 1954 by United Newspapers Magazine Corp.)

3. An unsatisfying job. Psychiatrists stress that "satisfaction entirely dependent on status and salary is not sufficient for good adjustment to a job". The employee should feel he is doing something worthwhile.
4. Responsibility without authority to carry it out.
5. Divided allegiance, for example, where an employee finds his loyalties to his company and to his immediate superior don't agree.
6. A rigid office manager, or office system, unable to deal with changing situations or unable to deal with personnel in a flexible way, taking different individual personalities and needs into consideration.
7. Pressure from wife or family to "keep up with the Joneses". This need not be actual pressure—it may be what the breadwinner thinks his family expects of him.
8. Unsatisfactory home life where the businessman's family status is based on what he can provide instead of on genuine affection.
9. Insufficient rest and relaxation.

A typical case history

Each executive crack-up is an individual case. Its cure depends on its cause. While generalities are hard to apply, the breakdowns do follow a general pattern.

Here is a brief description of a typical case history from a psychiatrist's files. Names used are fictitious.

Donald Roberts was known at the office as a hard-working, successful executive. About eight months ago he started to complain of constantly feeling tired.

He was often late coming home from the office. He worried about not being able to concentrate on his work and complained his office load was too heavy. Friends noted that he talked continuously about his worries and the feeling of hopelessness he felt.

At home he was listless, preoccupied, slept poorly, and didn't eat as much as he used to. Mrs. Roberts found he was getting more tense and irritable. Michael, one of his four brothers, advised her to treat Donald more "roughly" because he was "acting up and should snap out of it". It didn't do any good.

The Robertses tried a vacation, but that didn't help either. The irritable husband wasn't interested in anything and said he felt miserable the whole trip.

Back at work it was worse than ever. Roberts felt others in the office were doing a better job than he was and often said "all of them talk about me, they laugh at me". He was certain that he had become a failure.

He began to stop in for a drink on the way home, because he felt so tired and tense. It made him blame himself all the more.

Then one night he woke up from a troubled sleep, frightened and sweating. He felt all his hopes were shattered. It would be better for his family if he were dead. Mrs. Roberts persuaded him

to see the family doctor, who referred him to a psychiatric hospital for treatment.

There a psychiatrist visited him each day to gather a detailed knowledge of Roberts' life. To assist him to relax and gain needed physical rest, he was given suitable sedation for a few days.

The psychiatrist talked regularly with Roberts, pointing out where his anxieties originated (in this case an outgrowth of his father's domination, the keen competition of his brothers, and probably some constitutional tendency toward a "depressive response" coming from his mother's family). He worked out with him the conflicts and stresses derived from his inability to adjust to office stresses.

This psychotherapy combined with other treatments helped. Roberts began to feel cheerful again. He was better able to understand and dismiss many of his anxieties when he found out what was causing them.

Doctors who treated him in hospital found that an accumulation of conflicts and uncertainties interacting with his personality traits was triggered to the point of breakdown by the stresses he met at his office.

The depressive state he fell into was ended by a process of making him aware about the source of his troubles and providing him with a pattern of living geared to the balanced kind of living necessary for mental health.

He was taught and encouraged to express himself not only to the doctor but to his wife, so that tensions built up during his office and home life had an outlet. He was trained by occupational therapists in a hobby (carpentry for him) which provided a refreshing change from the routine of business.

He was discharged as cured in eight weeks and now is his old cheerful, capable self and has remained a valued member of his company's executive staff.

Reprinted from **The Financial Post**

Better Dental Health

There is no reason for the enormous rate of dental disorders.

Science has the know-how to convert a dentally feeble nation to one that is dentally fit, if given the cooperation of the people.

This wholesale change must start with the newest generation. It means looking after the first teeth of children, keeping them clean and healthy.

It means adjusting the fluoride content of the public drinking water and applying a two percent solution of sodium fluoride to the teeth of children in rural areas at strategic periods in their lives.

The right foods are important in avoiding dental crippling. As a general rule, foods which are good for general health are also good for dental health.

Children must cut down on sweets, including sugar, syrups, candy, sweet drinks, and jams. This is especially necessary if children already have shown a tendency to tooth decay.

The toothbrush should be used after every meal, and every snack, if possible. The old rule of brushing the teeth the first thing in the morning and the last thing at night—a practice still followed by most Americans—has been outdated.

The dentist should be visited every six months, or more frequently if he deems it advisable in your case. The principal reason for the regular visits is to nip dental troubles in the bud. If you wait until you have a toothache, your tooth is already in a bad way. It is less painful and less expensive to detect and repair tooth decay in its earliest stages.

Children should start visiting the dentist no later than the age of three. The period of school life witnesses eruption of 28 of 32 permanent teeth and their ultimate fate is to a large extent determined during this period.

Canadian Dental Association

President's Column

The thirty-ninth Annual General Meeting of the Alberta Teachers' Association will take place in Calgary the first week of April. I wonder actually how many teachers give much thought to this yearly gathering and, if they do, how much importance they place upon it. How many actually know what the AGM is for and what it accomplishes?

Possibly you are familiar with the fact that each local sends a certain number of delegates, depending upon its numerical strength, to the convention. Some delegates come armed with the opinions of their locals concerning the resolutions and business to be discussed; others come with a free hand having no set opinions.

The AGM is the policy-making body of the Alberta Teachers' Association. Through resolutions presented by various locals and the central executive and approved by the delegates at the annual meeting, the policy of our association is formed. This policy is added to or changed periodically as the thinking of the teachers crystallizes or changes over a period of time. Because the AGM is the policy-making body of the Alberta Teachers' Association, it is important that the delegates you send should be keenly interested in the affairs of the ATA. They should be people who have had a good grounding in association work and who can stand up on their feet and speak with knowledge and understanding.

The AGM provides an avenue by which locals can express the thinking of their members by presenting resolutions for consideration by delegates from all parts of the province. It is true that often the resolutions are defeated. The mere presence of the resolutions, however, is proof that many locals are taking an interest in the affairs of the association at a provincial level.

Through the years it has been noted that the quality of the resolutions submitted has improved. The resolutions reflect an increasing sense of professionalism which is encouraging to your central executive.

The thirty-ninth Annual General Meeting will discuss finance, pensions, the CTF, legislation, and policy. It will be a busy time for your councillors. Theirs is no easy task. They will be helping to decide the future of the ATA. Make sure you send the best available people. They are needed if our AGM is truly to serve the teachers of Alberta.

The new beatitude for school administrators: blessed are they who run around in circles for they shall be known as big wheels.

What You Should Know About Your Retirement Fund

ERIC C. ANSLEY

1. All teachers, regardless of contract, engaged as such for 10 or more days in a month, **MUST CONTRIBUTE** to the *Teachers' Retirement Fund.*
2. **CONTRIBUTIONS** are at the rate of five percent of total salary.
3. **INTEREST** is posted to the individual accounts semi-annually, at the rate of three percent per annum.
4. A teacher who withdraws from teaching before reaching retirement age may obtain a **REFUND** of contributions, according to the following schedule:
   (a) two complete years of contributions or more—10%.
   (b) three complete years of contributions or more—20%.
   (c) four complete years of contributions or more—40%.
   (d) five complete years of contributions or more—60%.
   (e) six complete years of contributions or more—80%.
   (f) seven complete years of contributions or more—100%.
   (g) ten complete years of contributions or more—100% and interest.
5. A teacher who begins contributing to the Fund after becoming 50 years of age is not eligible to be granted a retirement allowance, but upon his withtdrawal from teaching he may receive a **REFUND** of all contributions and interest posted to his account.
6. A teacher who **RETIRES** at age 60 or more and who has at least 15 years of pensionable service to his credit, may be granted a retirement allowance from the Fund.
7. **PENSIONABLE SERVICE** is all teaching service in Alberta from the date of the thirtieth birthday to the date of the sixty-fifth birthday, provided it has not been broken by absences in excess of those permitted by the By-law.
8. A **RETIREMENT ALLOWANCE** is one and one-half percent of the average salary for the five consecutive years during which the salary was highest, multiplied by the number of years of pensionable service.
9. A teacher may elect to receive his allowance in such a manner that he may provide **PROTECTION FOR DEPENDENTS.**
10. A teacher who is totally and permanently disabled from gainful employment, and who has at least ten years of teaching service to his credit, may be granted a **DISABILITY ALLOWANCE** from the Fund.
11. If a teacher dies, all contributions and interest posted to his account are paid to his **ESTATE.** If he was under contract at the date of death, additional **DEATH BENEFITS** to a maximum of $1,500 may be paid to the estate.
12. If a teacher who is 50 or more years of age dies while under contract, an allowance may be paid to the **WIDOW** or **DEPENDENT WIDOWER.**
13. Before any benefits can be paid from the Fund, or refunds of contributions made, the teacher must complete **REGISTRATION,** which requires a statement of teaching service, proof of age, and verification of any change of name.

Official Bulletin, Department of Education

No. 172

Classroom Bulletin Available

The Department has remaining a quantity of Classroom Bulletin in Social Studies No. 21 (September, 1949), which contains much useful information on the Province of Newfoundland. Teachers may obtain single copies free of charge on request to the Forms Branch, Department of Education.

English 30 Examinations

The 1956 English 30 examinations, June and supplemental, will consist of two parts, each worth 500 marks. Each part will require three hours. Part A will include poetry (125 marks), drama (125 marks), and an original essay of 300 words, worth 250 marks. Part B will cover the sections of the textbook *Thought and Expression* that deal with the essay, the magazine, and the short story, as well as the students' leisure reading. Each of these four parts will be worth 125 marks. The students' ability to write connected prose will be tested on Part B as well as on Part A, as will also his familiarity with *An English Handbook*, Scargill. Questions designed to test appreciation and comprehension will include sight as well as textbook material.

Special Issue—University of Toronto Quarterly

The University of Toronto Press has requested that we call to the attention of teachers, and especially of high school principals, the publication on January 15 of a special issue of the *University of Toronto Quarterly*. This issue will contain seven articles on Canadian Education written by well-known educationists. Interested persons should place orders immediately, forwarding the sum of $1.00 to the University of Toronto Press, Toronto.

Resolutions to the Annual General Meeting, 1956

Resolutions for consideration by the Annual General Meeting may be submitted by authority of a general meeting or of the executive committee of a local association.

A certified sublocal may pass a resolution and forward it to the executive committee of its local association which, of course, has the privilege of adopting or rejecting it; but a sublocal may not submit resolutions direct to Head Office.

In order to prevent duplication of resolutions, local associations are requested to review the resolutions adopted by the 1955 Annual General Meeting. These were published in the May, 1955 issue of *The ATA Magazine*. Reference should also be made to the *Alberta Teachers' Association Policy Handbook, 1955*, mailed to all local secretaries in December, 1955.

Resolutions, in the form prescribed by the Executive Council, **must be received at Head Office on or before February 22, 1956 at 12:00 o'clock noon.**

All resolutions being submitted to the Annual General Meeting will be printed in the March, 1956 issue of *The ATA Magazine*. Arrangements should be made for each local or its executive committee to meet **between receipt of this issue of the magazine, which will be mailed about March 9, 1956, and the Annual General Meeting,** in order that the resolutions may be discussed.

Canadian Education Week

The twentieth annual observance of Education Week in Canada is slated for **March 4 - 10, 1956.**

The National Committee for Canadian Education Week has contacted all TV stations asking them to use a short film which is being donated to the committee by Imperial Oil Limited. Sponsors of all the principal network commercials have been asked to make special mention of Education Week in their programs. The CBC has also been asked to include mention of Education Week in "News Magazine" and in its programs under the Talks and Public Affairs Division.

Private radio stations and the Canadian Weekly Newspapers Association will cooperate mainly with local and provincial committees.

Things to remember

- **Dates**—March 4 - 10.
- **Slogan** — Education — Everybody's Business.
- **National Committee Headquarters** — 444 MacLaren Street, Ottawa 4, Ont.

Local observance

√ **Radio**—spot announcements, feature broadcasts.

√ **TV**—plan possible TV program with local station.

√ **Displays**—posters, display of school work in store windows.

√ **Press**—articles, editorials arranged with local editor.

√ **Churches**—sermons keyed to education.

√ **Service clubs and other organizations** —offer to supply speakers.

√ **Open house**—individual schools plan open house programs for community served by school.

√ **Planning**—Home and School, local teachers, school board, labour organizations, Manufacturers' Association, Farmers' Union and other agricultural organizations, Canadian Legion, Adult Education Association, and churches.

Executive Council Elections, 1956
Alberta Teachers' Association

Executive Council

By-law 25—

"The Executive Council shall consist of fourteen (14) members, namely, the president, the vice-president, the immediate past president, and the general secretary-treasurer, and ten (10) district representatives. The president, vice-president, and district representatives shall hold office from the time of their installation until their successors have been elected and installed in office. They shall be elected by ballot of the members of the Association as herein provided. The general secretary-treasurer shall be appointed by the Executive Council."

Eligibility of Members for Election to the Executive Council

By-law 33—

"A person shall be eligible for election to the Executive Council, if at the time of his nomination he:

(a) is a member in good standing,
(b) is entitled to vote in the election of the Executive Council, and
(c) has for not less than four (4) consecutive years immediately preceding his nomination been a member of the Association or a member of any other affiliated organization of the Canadian Teachers' Federation,

provided that a period of unemployment as a teacher during such years shall be deemed to be a period of membership for the purpose of this by-law."

By-law 42—

"To be eligible for nomination as a candidate for the office of president, the proposed nominee shall have served previously as a member of the Executive Council."

Eligibility of Members to Vote

By-law 37—

"Except as herein otherwise provided each member who has paid his fees for the calendar month preceding the counting of the ballots shall be entitled to vote in the election of the Executive Council."

Nominations and Acceptances

By-law 40—

"Any local by resolution at a regularly called meeting or at a meeting of the executive committee thereof, shall be entitled to nominate one (1) member as a candidate for election to the office of president, one (1) member as a candidate for election to the office of vice-president, and one (1) member as a candidate for election to the office of district representative for the district of which the local forms a part. Subject to the provisions of By-law 42, any member of the Association may be nominated for the office of president and vice-president. For the office of district representative a local may nominate one of its own members or one of the members of another local in the same district."

By-law 43—

"Nominations and acceptances must be received by the general secretary-treasurer not later than forty (40) days prior to the first day of the Annual General Meeting."

Nominations for election to the Executive Council of the Alberta Teachers' Association for terms beginning Easter, 1956, and acceptance of nominations, in the form prescribed by the Executive Council, **must be received at Head Office**

on or before February 22, 1956 at 12:00 o'clock noon.

Any sublocal may suggest to the executive committee of its local the names of proposed candidates for election as president, vice-president, and district representative.

1956 Elections

By-law 38 (1)—

"One-half of the members of the Executive Council other than officers shall be elected annually and shall hold office for a period of two years from the date of the first executive meeting following their election."

In accordance with By-law 38 (1), the following elections to the Executive Council for terms beginning Easter, 1956 will be held.

Officers—

President
Vice-President

District Representatives—

Northwestern Alberta Constituency
Edmonton City Constituency
Central Western Alberta Constituency
Calgary District Constituency
Southeastern Alberta Constituency
Calgary City Constituency — **By-election—one-year term** (to complete the term of the 1955-57 representative)

Geographic Districts

Northwestern Alberta Constituency—All schools situated within the area covered by the following locals: Fairview, Grande Prairie, High Prairie, Peace River, and Spirit River.

Edmonton City Constituency — All schools situated within the area covered by the following locals: Correspondence School Branch, Edmonton Elementary, Edmonton Junior High, Edmonton High School, Edmonton Separate, and West Jasper Place.

Central Western Alberta Constituency —All schools situated within the area covered by the following locals: Lacombe, Ponoka, Red Deer, Rocky Mountain House, and Stettler.

Calgary District Constituency — All schools situated within the area covered by the following locals: Calgary Rural, Calgary Suburban, Drumheller, Foothills, Mount Rundle, Olds, Three Hills, Turner Valley, Vulcan, and Wheatland.

Southeastern Alberta Constituency—All schools situated within the area covered by the following locals: Acadia, E.I.D., Foremost, Medicine Hat, Medicine Hat Rural, and Sullivan Lake.

Calgary City Constituency—by-election —one-year term — All schools situated within the area covered by the Calgary City and Calgary Separate Locals.

Growing Old Successfully

(Continued from Page 21)

we may use our strength and gifts and knowledge and experience to finish our job or to do other jobs for which we never had time. Activity in a useful role gives us a feeling of adequacy and accomplishment.

Our faces may be scribbled over with autobiographical notes that tell past hopes, fears, joys, angers, and disappointments, but life always begins where we are. We should have a purpose; we should still want to do something; we should still look ahead expectantly.

Hobbies need not be merely pastimes: they can be stimulating, enjoyable, and remunerative, providing outlets for our creative impulses and our self-expression. They should be planned for and worked toward from our middle years, and at the proper period of our development they should be ready to step in to fill the vacancies in our lives. Said 87-year-old Frank Wise as he set up his exhibition of bookbinding at Montreal's first Golden Age Hobby Show this year: "I just haven't time to grow old".

And when Colonel Anderson, who at 91 was the dean of United States portrait artists, was asked: "What is your greatest picture?", he replied, "I haven't painted it yet".

Disposition of Resolutions Adopted by the Annual General Meeting, 1955

CURRENT RESOLUTIONS

(The resolutions are referred to by number and in the same order as printed in the May, 1955 issue of *The ATA Magazine*.)

The resolutions have been dealt with and/or referred as indicated.

C 3—referred to editor, *The ATA Magazine* for action

C 8—referred to ATA Library Committee

C11—referred to ATA Public Relations Committee

C17—already policy — see resolution P55/55

C22—Short Term Policy as resolution S22/55, and referred to the Board of Administrators, Teachers' Retirement Fund

C26—referred to the Department of Education. It was too late to be considered in departmental estimates for the current year but steps are being taken to prevent further increases in cost.

C27—referred to the Department of Education. Steps are being taken by the Department to deal effectively with the situation.

C29—incorporated in Short Term Policy as resolution S 2/55

C30—referred to the School Book Branch

C33—incorporated in Short Term Policy as resolution S11/55, and referred to the Department of Education. The Department reports that it has no intention of introducing such a restriction.

C34—covered under present policy resolutions P25/55 and P67/54

C35—ATA Educational Platform amended

C36—incorporated in ATA policy as resolution P42/55, and referred to the Board of Teacher Education and Certification

C37—referred to the Canadian Teachers' Federation

C38—referred to the Canadian Teachers' Federation

C39—incorporated in Short Term Policy as resolution S12/55, and referred to the Department of Education. The Department feels that the relatively few cases concerned are being effectively handled at the local level

C40—incorporated in ATA Policy as resolution P11/55. Two scholarships were awarded in 1955, while two others were awarded under former regulations.

C41—incorporated in ATA Policy as resolution P26/55. Several loans were made under regulations during 1955.

C42—incorporated in ATA Policy as resolution P33/55, and referred to ATA Public Relations Committee.

C43—incorporated in Short Term Policy as resolution S23/55, and referred to the Executive Council of the Government of the Province of Alberta, and the Department of Education. The Department indicates that section 331a of *The School Act, 1952* was designed to prevent many or all of the teachers leaving positions in the event of a strike.

C46—incorporated in Short Term Policy as resolution S20/55, and referred to the Board of Administrators, Teachers' Retirement Fund.

C47—incorporated in Short Term Policy as resolution S21/55. A committee was appointed to meet the Minister of Education and a report will be made to the 1956 AGM.

POLICY RESOLUTIONS

(The resolutions are referred to by number as printed in the *Alberta Teachers' Association Policy Handbook, 1955,* mailed to all local association secretaries in December, 1955.)

The following resolutions have been referred as indicated.

Alberta School Trustees' Association — P55 and P70

Board of Teacher Education and Certification — P42, P65, P74, and P75

Canadian Teachers' Federation — P19, P22, and P57

Co-ordinating Committee—P46, P58, and P59

Department of Education—P 3, P 9, P13, P15, P23, P28, P29, P30, P31, P32, P34, P35, P36, P37, P38, P39, P40, P41, P55, P60, P61, P62, P63, P64, P66, P67, P68, P76, S 2, S 8, S 9, S11, S12, S16, S17, S18, S23, and S24

Executive Council of the Government of the Province of Alberta—P1, P20, P21, P25, P27, P28, P50, P56, P63, P69, S17, S18, and S23

Faculty of Education—P 7, P23, P67, and S13

University of Alberta—P43, P45, and P53

The following resolutions are of special interest to local associations.

P 5, P 6, P10, P11, P12, P16, P17, P18, P26, P33, P44, P47, P48, P52, P54, P72, P73, S 1, S14, and S20

One current resolution, C 6, was referred by the Annual General Meeting to the Executive Council. A report will be made to the 1956 Annual General Meeting.

Group Insurance Notice

Teachers insured under the Alberta Teachers' Association Group Insurance Plan are reminded that all claims, premium payments, and relevant correspondence should be addressed to—

E. W. Davis,
General Agent,
Occidental Life Insurance Company,
103 The Insurance Building,
Edmonton, Alberta.

Claims, and claim correspondence sent to the Alberta Teachers' Association must be sent to the above address for processing.

General inquiries concerning coverage, enrolment, and eligibility may be sent to Head Office, Alberta Teachers' Association.

Grin and Share It

√ She's like a blotter—soaks it all in, and gets it backwards.

√ You have a hard time learning everything when you know it all.

√ A taxpayer is one who doesn't have to pass a civil service exam to work for the government.

√ Maybe that old saying "like father like son" is the reason civilization isn't improving.

√ The first month's pay is due today;
The world is looking bright and gay;
And I am feeling well-adjusted,
For, honest, I was darn near busted!

√ A mosquito lays 1,600,000,000 eggs a season. Imagine if hens did that!

√ 1890 may have been a good champagne year, but it's no vintage for a school building.

√ An old timer is one who can remember when politicians didn't tinker with the laws of supply and demand.

√ Out of every ten school age children in the world, five are still not in school, four are in primary school, and one is receiving post-primary education.

√ It now costs more to amuse a child than it did to educate his father.

√ The happiest people in the world are less for getting and more for giving.

√ An interesting difference between mice and men is that mice never get caught in the same trap twice.

√ There's no better way to get ahead than to use the one you've got.

√ Horsepower was so much safer when only horses had it.

√ Waitresses are girls who think money grows on trays.

√ The major problem facing teachers today is having too much month left over after the money's run out.

√ If your left hand itches you are going to get something—if your head itches, you've got it.

√ A bustle is just like a historical novel. It's a fictitious tale based on stern reality.

"Don't worry if he's a slow student. He has an uncle like that who turned out fine after they struck oil on his property."

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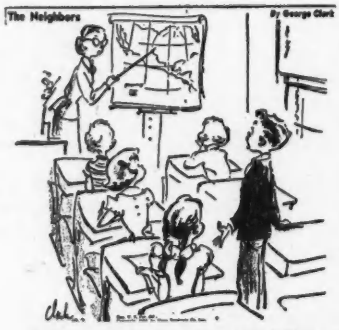

"Why don't you call on Emily? She's gone to a lot of trouble studying that stuff."

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NEWS from our Locals

Acadia Local

There was a good attendance at the December 9 meeting held in the Acadia Valley School. Discussion took place concerning the instructions to be given to the salary negotiating committee and regarding several other items of business. Delegates to the Banff Workshop gave their reports, and Mrs. F. Johnston was appointed press correspondent. The Acadia Valley teachers were in charge of the social half-hour which followed the business meeting.

Acme-Carbon Sublocal

The following slate of officers was elected at the sublocal's reorganization meeting in October: L. Stearns, president; Arthur Middlestead, vice-president; F. Zutter, secretary-treasurer; C. Larden and Mr. Middlestead, councillors; and Violet Leinweber, press correspondent. The sublocal plans as its major study project this year a consideration of the minimum essentials of the language program for each grade and discussion of teaching methods and techniques.

Andrew Sublocal

Stephen Andriashek was elected president of the sublocal at its October 21 meeting. Other officers are: M. Tymchyshyn, vice-president; and Mary Melnyk, secretary-treasurer.

Matters of discussion at the November meeting were the financial statement, fees, and curling. Some suggestions were made in regard to the spending of available funds for a useful purpose.

Calgary Rural Sublocal

The regular monthly meeting was held at the home of N. Grant. The following program was approved for the next few meetings: Aids to Teachers—January; Films from the ATA—February; and The Enterprise—March.

Clive-Satinwood Sublocal

Members of the sublocal met on November 15 at the Clive School. Besides the regular business, there was a discussion of principal and teacher responsibility in the matter of noon supervision. The feeling was expressed that there should be a clarification of liability as regards injuries suffered on school grounds. A feature of the meeting was an explanation by Art Lampitt of the teacher self-evaluation sheets being used this year in the Lacombe School Division. Officers for the coming year are: P. Baranyk, president; A. McLeod, vice-president; Margaret Bowden, secretary-treasurer; and Mrs. R. Ogilvie, press correspondent.

Henry Birks & Sons (Western) Ltd.

Jewellers and Silversmiths

School and Class Pins and Rings

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CATALOGUE ON REQUEST

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Sorrowfully
Dorothy Bond
11-16
Those we silently call "THE ORPHANS"! Not even one of their parents cared enough to come!

Courtesy of Dorothy Bond, the National Newspaper Syndicate, Chicago, and the John F. Dille Company.

High Prairie Local

The local executive committee met in the Prairie River High School on December 3. The salary committee reported that it planned to ask for higher increments, with no increase in basic salary, for the current year. It was shown, on a count of votes, that the divisional teachers favoured meeting in Fairview for conventions. Plans were drawn up for a high school bonspiel to be sponsored by the local.

High Prairie Sublocal

Highlight of the October meeting of the sublocal was a talk by Charles Middleton, a Grade 12 student, on his "Adventure in Citizenship" trip to Ottawa last May. Charlie is a recent arrival from Cardston, and the trip was sponsored by the Cardston Rotary Club.

There was an attendance of 19 at the November meeting. Miss Margaret Price, councillor, and Mrs. Irene Richmond, salary negotiator, reported on the ATA

meeting in Grande Prairie. It was reported that the zone track meet will be held at Peace River in 1956. A motion was passed that the sublocal sponsor a students' bonspiel. It is also planned to arrange a teachers' bonspiel, and other sublocals will be invited to participate.

Holden Local

Teachers in the Holden School Division began a study of the language program as it is taught in all grades. The purpose of the study, which covered the material taught, its grade placement, and methods of instruction, was the improvement of language instruction in the classroom. Teachers in each school throughout the division held several meetings and tabulated their findings, views, and suggestions. The results were then presented to three institute meetings—elementary, junior high, and high school. Dr. H. S. Baker and Dr. H. T. Coutts of the Faculty of Education and High School Inspector T. C. Byrne attended the institutes.

Leduc Sublocal

A special meeting of the sublocal was held on November 30 in the Leduc School under the chairmanship of President W. Grekul. The new constitution was discussed and adopted. The Leduc School which is now in the area of the Strawberry Local was previously in the Clover Bar Local. Regular meetings are to be held on the first Wednesday of each month. R. B. Marsh was appointed to the salary policy committee.

Leslieville Sublocal

On November 22 the sublocal held its first meeting at Leslieville. Officers elected were: Mrs. L. Westergard, president; G. Gibson, vice-president; Mrs. J. A. Crawford, secretary-treasurer; Mrs. Agnes Stollings, councillor; and Frances Robertson, press correspondent. Topics suggested for discussion were: pensions, insurance, noon supervision, tests, books, and *The School Act, 1952*. Mrs. J. Daeley will give a report at the January meeting concerning the 1955 Banff Workshop.

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SAY YOU SAW IT IN THE ATA MAGAZINE!

Newbrook Sublocal

At the sublocal's second meeting on November 29, members gave interesting reports on the book *The English Language Arts Program.* George Filipchuk was guest speaker and gave an entertaining account of last year's Banff Workshop.

Provost-Hayter Sublocal

The regular monthly meeting was held on December 1 at Cadogan. Reports on the zone meeting were given by Mr. Ackerman and Mr. Paege. Dr. J. Cottrell was guest speaker. He had chosen as his subject, "The Health of the School Child", and discussed infectious diseases, polio, inoculations, eye strain, tonsillitis, diet of children, and parasitic infections. Dr. Cottrell also spoke about the health and medical articles in periodicals and suggested that they should be read with reservations.

Vulcan Local

The regular monthly meeting on November 30 was attended by 34 teachers. The new president, Fred Worger, expressed thanks for his election and appealed to the teachers to take more interest in their organization. Matters discussed included salaries, noon hour supervision, and teacherages. Frank Burchak, Tom Clarke, and Don Yeomans were appointed to attend the regional salary conference in Calgary.

"Try to remember, Miss Brogger; you're here to supervise the play, not to win all the games!"

Wainwright Sublocal

At the sublocal's third meeting held on December 7 in the Buffalo Park School, J. Taylor reported on the regional conference in Hardisty. Members of this year's executive committee are: Adella Welk, president; R. Dressler, vice-president; Lois Macdonald, secretary-treasurer; and B. Labatiuk, press correspondent. Regular meetings are held on the first Wednesday of each month, rotating among Denwood Public School, Buffalo Park School, Parkview Public School, and Wainwright Separate School.

Westlock Local

A one-day institute of the teachers of the Westlock School Division and Inspectorate was held in the Westlock High School on November 25. The morning was devoted mainly to aspects of the teaching of language, and the afternoon to the organization of the Westlock Local. Guest speakers and consultants were High School Inspector T. C. Byrne, R. C. Ohlsen, superintendent of the Barrhead School Division, E. G. McDonald, the new superintendent of schools in the Westlock School Division, and Mr. Armstrong of the University Practice School.

Local officers elected were: Edward Pierce, president; Mrs. A. Parton, first vice-president; Peter Gabinet, second vice-president; Harold G. Ross, secretary-treasurer; and Carl Poloway, Mr. Gabinet and Mr. Ross, councillors. On the salary policy committee are: Bell Clarke, Mrs. Parton, W. Frose, John Noel, W. Sharek, R. F. Staples, and Mr. Ross. L. Clapperton, K. Nixon, and E. Redfleisch were appointed to a research committee, and Mrs. M. Caouette, M. Skowronski, and Mr. Gabinet to the nominating committee. Press correspondent is M. Ukrainetz.

SAY YOU SAW IT IN THE ATA MAGAZINE!

Local and sublocal news received on or before the twentieth of any month is published in the next month's issue. Correspondents should submit copy on manuscript paper either typewritten or in longhand. Names of all persons should be accompanied by initials. Reports should be not longer than 150 words. All material is subject to editing.

"He gets fifteen cents a week allowance now, and he's drunk with power."

Alberta Teachers' Association
Code of Ethics

1. The teacher is courteous, just and professional in all relationships.
2. All testimonials and documents presented by a teacher are truthful and confidential.
3. The teacher strives constantly to improve his educational practice.
4. The teacher avoids interfering between other teachers and pupils.
5. Upon each teacher personally and individually rests the responsibility for reporting through proper channels all matters harmful to the welfare of the school.
6. The teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or homes, obtained in the course of his professional duties.
7. Official business is transacted only through properly designated officials.
8. Contracts are respected by both parties and dissolved only by mutual consent or according to the terms prescribed by statute.
9. The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory, without first clearing through head office of the Alberta Teachers' Association.
10. Each teacher is an active participant in the work of his professional organization.
11. The teacher adheres to salary schedules negotiated by his professional organization.
12. The teacher who in his professional capacity is a member of a committee, board, or authority, dealing with education matters or with teacher training or certification, must be elected or appointed by the Alberta Teachers' Association.
13. The teacher refrains from knowingly underbidding fellow-applicants for teaching positions, and refuses to apply for, or to accept, a teaching position before such position has become vacant.
14. No teacher accepts compensation for helping another teacher to get a position or a promotion.
15. Unfavourable criticism of an associate is studiously avoided except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.

Secretary's Diary

Meetings

December was a busy month for meetings.

On December 8, a committee of the Executive Council met with the Hon. A. O. Aalborg, minister of education, Dr. W. H. Swift, deputy minister of education, W. E. Frame, chief superintendent of schools, and H. E. Balfour, director of school administration, to discuss resolutions passed by the Annual General Meeting, the most important of which dealt with pensions and regulations in *The School Act, 1952* about the transfer of teachers.

The regular December meeting of the Executive Council of the Alberta Teachers' Association was held in Edmonton, December 9 and 10, with all members in attendance. The main items on the agenda were: pensions, salaries, transfer of teachers, liability insurance for teachers, and life memberships.

Representatives of the Department of Education, the Alberta School Trustees' Association, and the Alberta Teachers' Association, met on December 12 to consider proposed legislation, and resolutions presented by the two associations.

The Teachers' Retirement Fund Board met on December 14 and considered investments, disability allowances, applications for pension, and special cases.

On December 16, a committee of the Executive Council of the Alberta Teachers' Association, consisting of G. S. Lakie, president, H. J. M. Ross, vice-president, Frank J. Edwards, past president, and I, met with the Cabinet. Members of the Cabinet present were: Premier E. C. Manning, and Hon. A. O. Aalborg, Hon. F. C. Colborne, Hon. W. W. Cross, Hon. James Hartley, Hon. E. W. Hinman, Hon. A. J. Hooke, Hon. A. R. Patrick, and Hon. R. Reierson. It was not possible in two hours to discuss all 35 resolutions referred to the Government by the

Annual General Meeting, but the following were considered in some detail at this meeting: certification of teachers, teacher shortage, transfer of teachers, and scholarships and bursaries.

Members of the staff clipped coupons at the Imperial Bank on December 13 and December 20. As at August 31, the investments of the Teachers' Retirement Fund totalled $13,217,086.39.

Leadership Course for Principals

W. H. Worth, on the staff of the Faculty of Education, has been appointed director of this project. Plans are now being made to hold the first workshop in Edmonton during July, 1956, and school boards are being asked to send one or more of their principals.

This workshop is a follow-up of the CEA-Kellogg Project.

Locals and principals' committees in Alberta should urge their school boards to take advantage of the invitation to this workshop.

Regional Conferences

Regional conferences under the direction of F. J. C. Seymour, H. J. M. Ross, and W. Roy Eyres, have been held in the following districts: Northwest at Grande Prairie, Central East at Hardisty, Northeast at Vilna, and Calgary District at Calgary. Still to be held are conferences for Southwest at Lethbridge, Central West at Lacombe, and Edmonton District at Edmonton. An urban conference for cities was held in October.

Forecast for 1956

Our three main problems are still pensions, salaries, and transfer regulations. There are hopes that the pension problem will be solved this year, that the new agreements will provide higher salaries, and that something will be done either to prevent the present abuses of transfer regulations or to provide for appeal to a body similar to the Board of Reference.

Eric Ansley

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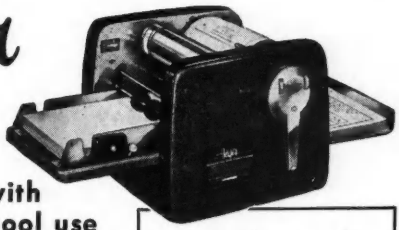

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